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ABSTRACT

Administrative evaluation improves leadership and promotes professional growth. Each school district should examine state statutes to determine if its evaluation forms and procedures are in compliance. In addition, each district should carefully examine its board policies. The evaluation plan should be designed to encourage productive dialogue between administrators and to promote professional development. The process is intended to be both formative and summative in nature, recognizing strengths as well as identifying areas in need of improvement. Appended is a sample summative evaluation form and instructions for completing annual school plan worksheets. (SI)

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ADMINISTRATOR EVALUATION

in the

Small School District

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North Scott Community School District
Eldridge, Iowa

AASA Convention
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EA 021 240

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INTRODUCTION

The quality of education received by students is a function of the quality of the performance of the professional staff. Instructional leadership is clearly the key to maintaining high educational standards. All district administrators are responsible for communicating these standards to their staff and to the public. They then monitor the progress achieved in the attainment of the standards. Finally, administrators are held accountable for the outcomes of the educational programs that collectively make up the curriculum of the school district.

Instructional improvement is a priority of all school districts. Administrators exert tremendous influence toward establishing and maintaining a climate which promotes instructional effectiveness. It follows then that the purpose of evaluation is to improve the quality of administrative performance, which will enhance the instructional programs of the district.

The intent of the evaluation process is to be continuous and constructive, administered in a similar manner throughout the district, and conducted in an atmosphere of trust and respect. This evaluation process is designed to encourage productive dialogue between administrators and to promote professional growth and development. The process is intended to be both formative and summative in nature, recognizing strengths as well as identifying areas in need of improvement. Finally, the evaluation process will provide maximum opportunity for administrator input.

SOME CONSIDERATIONS FOR EVALUATION

PURPOSES OF EVALUATION

The purposes of administrative evaluation are to improve leadership and promote professional growth. The following procedures are designed to ensure three outcomes:

1. There is a cooperative process wherein the administrator and evaluator share responsibility for the administrator's success in meeting goals and expectations;

2. there is continuity between evaluation cycles; and

3. the evaluation process identifies and strengthens positive areas of performance, and to design strategies to correct identified areas of deficient performance.

STATUATORY AUTHORITY FOR EVALUATION

Each school district should examine state statutes in order to determine if its evaluation forms and procedures are in compliance. This assessment should also include a review of standards and regulations established by the State Department of Education.

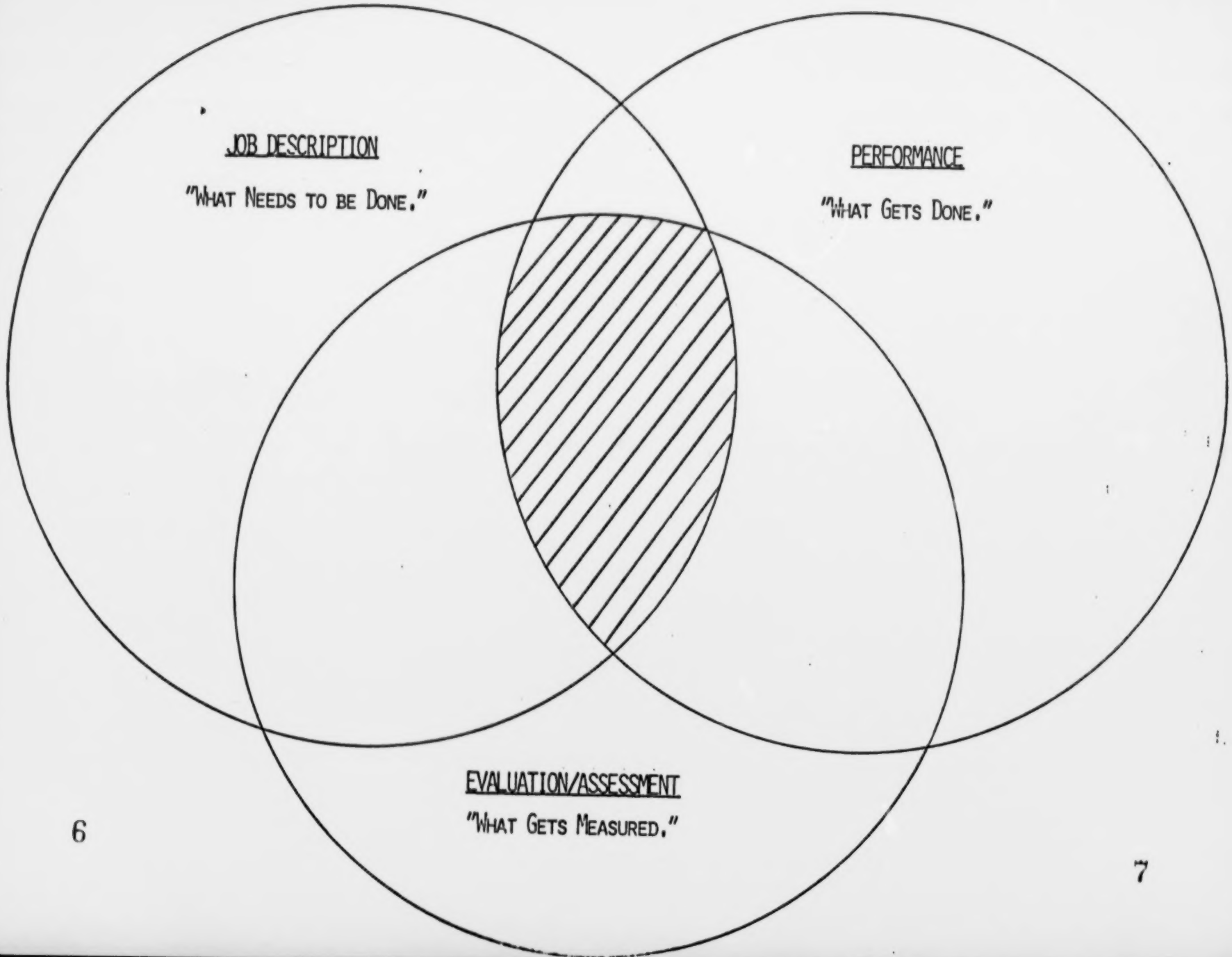
BOARD POLICY

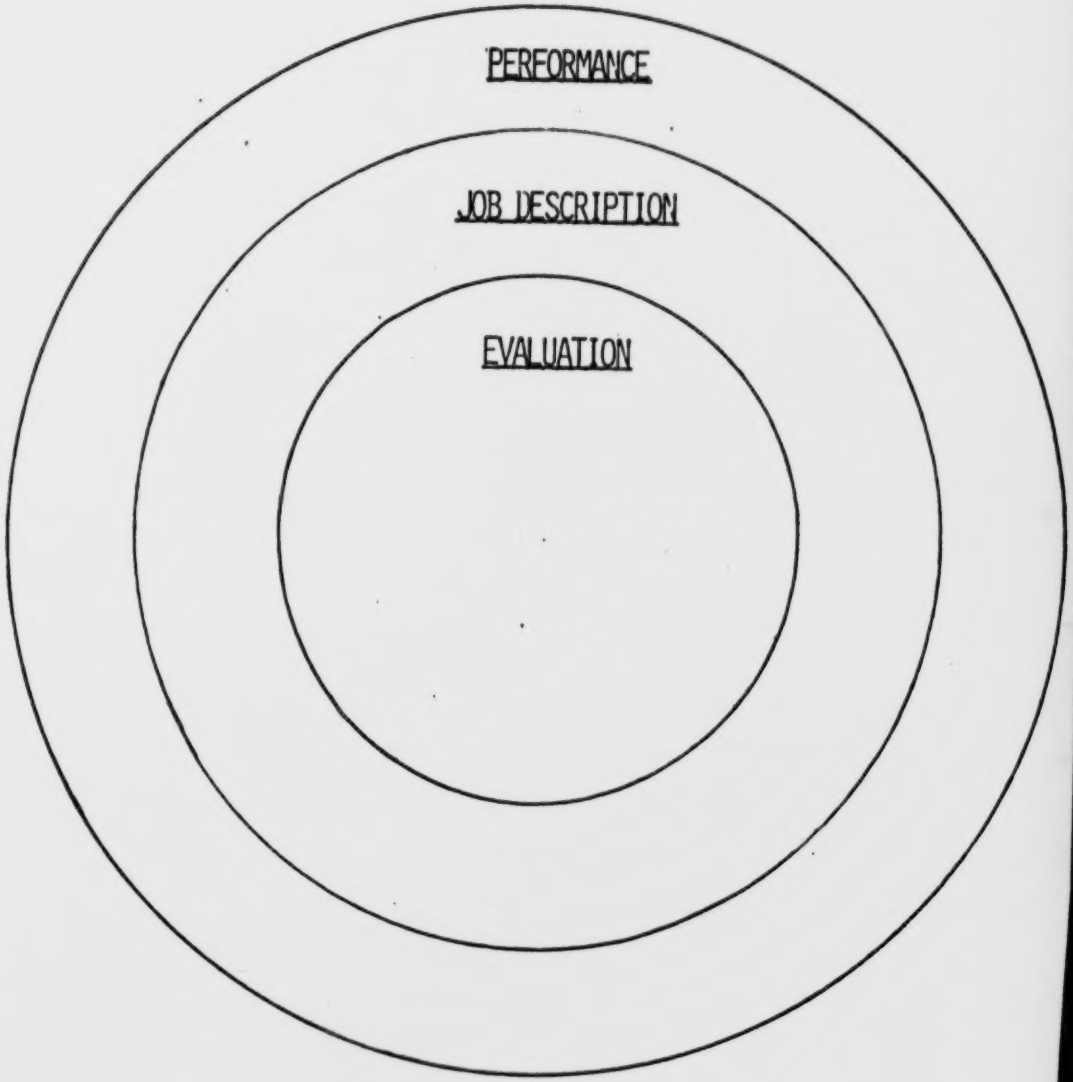
In addition to state statutes and all state mandated standards and regulations, each district should carefully examine its board policies. Districts would be better served if evaluation policies reflect the true intent and procedures of staff and administrator evaluation. Alignment of "what is" and "what's supposed to be" could help in the avoidance of potential legal problems.

AN EVALUATION PLAN

PERFORMANCE EXPECTATIONS

An administrator's job description typically delineates major job responsibilities. These responsibilities can also be thought of as performance expectations and can serve as the focal point for evaluation. Usually a job description and evaluation instrument are separate documents and the evaluation criteria do not necessarily coincide with the job responsibilites. This concern is eliminated when the job description also serves as the criteria for a performance evaluation.


JOB DESCRIPTION
"WHAT NEEDS TO BE DONE."
PERFORMANCE
"WHAT GETS DONE."
EVALUATION/ASSESSMENT
"WHAT GETS MEASURED."


PERFORMANCE
JOB DESCRIPTION
EVALUATION

ANNUAL SCHOOL PLAN

The Annual School Plan is an extension of each administrator's job description/performance expectations. The Plan consists of several worksheets, each describing a goal that the administrator has identified.

The goals are established annually but are not necessarily limited to one-year time periods. The goals represent either an extension of an expectation included on the Job Description or other areas where study, modification, improvement, implementation or other aspects of change are involved. At least one goal each year must address the area of professional growth.

Goal progress reports are submitted to the Central Office three times during the school year. The established dates for submission include November 1, January 30, and April 30. The progress reports should include a brief summary on the status of each goal in the Annual School Plan.

FORMATIVE EVALUATION

Formative evaluation is accomplished through the continuous gathering of data from informal observations, work samples and conferences.

1. A planning conference is held at the beginning of the school year to review the Annual School Plan submitted by the administrator. The plan should contain goals for building improvement and at least one goal directed towards professional growth.

2. Informal observations are made throughout the school year. They consist of analysis of work samples, conferences, on-site visits, and any other monitoring techniques whereby input regarding performance is collected.

3. Progress reports regarding the Annual School Plan are submitted to the Superintendent on November 1, January 30 and April 30. The status of each goal is discussed. The November 1 report allows for the deletion, addition, or modification of any of the original goals in the Annual School Plan.

SUMMATIVE EVALUATION

1. The summative evaluation form provides a means of synthesizing all the data gathered during the formative evaluation period. Summative evaluation focuses upon the expectations outlined in each administrator's Job Description. Each expectation is rated according to the performance level demonstrated by the administrator during the formative period.

   Four performance levels are included on the Summative Evaluation Form. The appropriate performance level should be marked by the evaluator to clearly identify the rating for each expectation and focus attention on that performance level.

   The four performance levels are as follows:

   Exceeds Expectations: Results show performance which contributed to district and building goals in an exemplary manner. Exceeds what is reasonably expected of a person in this position.

   Meets Expectations: Results show attainment of building goals and contributions to District goals. Meets what is reasonably expected of a person in this position.

   Reasonably Meets Expectations: Results show administrator to be somewhat successful in attainment of goals. Occasionally does not meet what is expected for a person in the position.

   Does Not Meet Expectations: Results are generally below expectations. Manner of attainment of goals is not congruent with District philosophy. Performance improvement is necessary.

2. A Goal Worksheet is submitted for each goal contained in the Annual School Plan. The worksheet, when completed, indicates the date the goal was achieved and provides for evaluator comments.

3. A final evaluation conference is conducted with each administrator. The results of the rating sheet, and goal worksheet comments are explained. Suggestions for improvement and/or goals for the next year are offered.

S A M P L E

SUMMATIVE EVALUATION FORM

NORTH SCOTT COMMUNITY SCHOOL DISTRICT

POSITION ALL ADMINISTRATORS

COMMON EXPECTATIONS	PERFORMANCE LEVEL			
	EXCEEDS	MEETS	PARTIALLY MEETS	DOES NOT MEET
1. Acts in accordance with master contract, district policy, and state and federal regulations.				
2. Promotes the program of the North Scott Community Schools with staff, students and other community members.				
3. Delegates authority and responsibility where appropriate and provides support to the employee assuming the responsibility.				
4. Discharges responsibility for recruiting, selecting, recommending, hiring, demotion, transfer, retention or dismissal of district employees.				
5. Participates and facilitates understanding and cooperation with all members of the district's administrative team.				
6. Promotes positive communication with students, parents and community members.				
7. Supervises or conducts performance improvement for all personnel for whom he/she has supervisory responsibility.				
8. Develops and maintains a plan of self-improvement which promotes both personal and organizational goals.				
9. Assists in development and administration of budget in area of responsibility.				
10. Maintains accurate records and submits reports.				
11. Evaluates the performance of all personnel for whom he/she has supervisory responsibility.				

SUMMATIVE EVALUATION FORM

NORTH SCOTT COMMUNITY SCHOOL DISTRICT

POSITION Junior High Principal

JOB DESCRIPTION EXPECTATIONS	PERFORMANCE LEVELS			
	EXCEEDS	MEETS	PARTIALLY MEETS	DOES NOT MEET
12. Establishes and maintains an effective learning climate in the school.				
13. Implements a philosophy and accompanying exploratory curricular program appropriate to the education of the early adolescent.				
14. Assumes responsibility for the implementation and observance of all Board policies by both students and staff.				
15. Assists in recruiting and training of all staff working within the building.				
16. Directs the creation of an instructional schedule which provides for the needs of junior high students.				
17. Conducts meetings of the staff as necessary for the proper functioning of the school.				
18. Interprets the school's program to the community and enlists the participation of the community in school life.				
19. Evaluates appropriate personnel according to District policies and procedures and abiding by contractual agreements.				
20. Advises the district office on activities in the school, preparing and supervising the preparation of appropriate reports.				
21. Supervises operation and care of the building, grounds, and all school property assigned within.				
22. Assists in the management and preparation of the school budget with particular emphasis upon that portion of the budget directed to junior high school education.				
23. Establishes guides for proper student conduct and maintaining student discipline.				
24. Maintains and controls the various local funds generated by student activities.				
25. Assumes the responsibility of coordinating and articulating the programs of the junior high school with those of the elementary and senior high schools.				
26. Serves as the administrative representative on district committees as directed by the assistant superintendent or superintendent.				
27. Performs all other tasks as assigned by the Superintendent.				

Evaluator _____ Date _____

Administrator _____ Date _____

INSTRUCTIONS FOR COMPLETING ANNUAL SCHOOL PLAN WORKSHEETS

Subjects

Identify the general area in which the goal belongs, i.e., facility, staff development, curriculum, testing, school climate, professional growth, etc.

Current Status

Provide some background information about the topic that the goal will address. Briefly describe its current status. Why is the goal a priority at this time?

Goal

Each goal should be written in very specific terms. They may originate from any of the following sources: (1) previous goals; (2) direction given by last evaluation; (3) building level needs assessment; (4) self-evaluation; and (5) professional growth interests. At least one goal must identify a plan for professional growth.

Plan of Action

This section clearly spells out the steps the administrator will take to accomplish the goal. It addresses who, how much, how many, when, what, where, etc.

Necessary Resources

This section allows the administrator to describe the resources necessary to achieve the goal. The resources may include additional financial assistance, training, inservice, staff, etc. The Central Office should be consulted if needed resources are over and above those routinely budgeted.

Central Office Assistance

What assistance can central office administration provide in order that the goal can be achieved? Each goal will be discussed with the Superintendent and Assistant Superintendent in a conference after the submission of the Annual Plan.

Modifications

This section allows the administrator to make modifications to the original goal due to a change in priorities or any other reason that prohibits continuation of the original goal. Typically this section is utilized after submission to the Annual Plan.

Evaluation

This section clearly spells out what administrator behavior represents having reached the target/goal and how goal attainment will be measured. Obviously, this is more difficult in some areas than others. Accomplishment can be evaluated by submitting documents completed by the evaluatee or by some other means agreeable to the Central Office.

Goal Target Date

This is the date by which the goal should be achieved. While one year is typical, some goals require more time. In these special cases, an intermediate objective should be established.

Date Goal Achieved

When the goal is met, the administrator merely places that date in the blank and initials it. If the goal is not achieved, the administrator should attach an explanation to the progress report and sets a new date for meeting the goal.

Evaluator and Evaluatee Comments

This section is provided for both parties to provide information or comments which may not fit in the other categories.

Signature

The worksheet may be signed when the target is finalized to indicate joint approval of the goal. The worksheet should be signed and dated by both parties when the goal is complete.

Evaluator Comments _____

_____

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Administrator Comments _____

_____

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_____

Evaluator _____ Date _____

Administrator _____ Date _____

NORTH SCOTT COMMUNITY SCHOOL DISTRICT

ANNUAL SCHOOL PLAN
GOAL WORKSHEET
(LIST ONE GOAL PER WORKSHEET)

Administrator's Name _____ School Year _____

Subject _____

Current Status (Background Briefing) _____

_____

Goal _____

_____

Plan of Action _____

_____

_____

Necessary Resources _____

_____

_____

_____

Central Office Assistance _____

_____

Modifications _____

_____

_____

Evaluation _____

_____

Goal Progress Reports: November 1, January 30 and April 30

Goal Target Date _____ Date Goal Achieved _____

AN ALTERNATIVE FOR THE SMALL SCHOOL DISTRICT

THE CONSORTIUM CONCEPT

The Consortium is organized with the belief that school districts within the same geographical area encounter the same basic problems with their employees in bargaining and contract administration. Each district alone could not afford a full-time personnel director; but on a shared basis, each could afford a part-time employee relations expert who would be a full-time employee of all the districts.

The Consortium Director works with each district on an individual basis to provide the unique service required by the district in personnel matters. The sharing of a personnel director allows the consortium members to utilize the experiences in one district to benefit the other districts of the consortium.

There are numerous advantages to the consortium concept including economy, continuity and expertise in negotiations and contract maintenance, grievance handling, teacher evaluation, discipline and discharge, and reducing unnecessary legal expenses. Any interested group of school districts, such as an athletic conference, county schools or others in geographic proximity may organize a consortium. The consortium concept is practical and economical personnel administration.